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ABSTRACT

Education for school counselors in the area of assessment was studied in an effort to develop recommendations to improve the quantitative literacy portions of counselor education programs. To identify skills needed by school counselors, information was obtained from the Educational Research Service (an independent non-profit corporation) from studies done in the following districts: (1) Harlendale Independent School District (Texas); (2) Patchoque-Medford Public Schools (New York); (3) Petersburg Public Schools (Virginia); and (4) Solanco School District (Pennsylvania). A study done by the Montgomery County Public Schools (Maryland) was added. In the areas of pupil assessment and research and evaluation as described by these five school districts, a spectrum of responsibilities is evident that expands from basic standardized test interpreter to test developer, evaluator of programs, consultant, and researcher. The current status of counselor preparation for the basic roles of student assessment, program evaluation, and basic research was considered through a review of the standards used by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Comparing the CACREP defined skills with counselor roles, a list of principles is presented to serve as a guide for counselor education in the assessment area. (SLD)

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Assessment Literacy for School Counselors

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Perhaps the most controversial area within counselor education is that of assessment. Following Shertzer and Linden (1979), assessment is taken to mean any method or procedure that is used in order to obtain information or evidence that describes human behavior. Although the work of counselors is information-intensive (Daniels and Altekruse, 1982), needed knowledge by counselors about ways to obtain information, ways to evaluate its usefulness, and ways to interpret its meaning have long been and continue to be debated. According to Minor and Minor (1981), the debate arose, in part, from the adoption of a humanistic perspective by many counselors and counselor educators, which led to a de-emphasis of traditional models of counseling that typically entail quantitative assessment. Elmore and Roberge (1982) framed that distinction as one of counselor orientation, cognitively based or affectively based, and pointed out that the definition of assessment can include different methods depending on which perspective is taken. Other motivators were suggested by Goldman (1982), who described the accuracy of test-based assessment as of little value in most counseling applications and the skills of counselors in using them as inadequate.

Vacc (1982) argued that assessment should be continuous in the counseling process. Following Eaves and McLaughlin (1977), he differentiated formal and informal assessment procedures and described them along a continuum of both time needed and power, implying that methods leading to more varied and definitive information require more time. Among the informal assessment methods were global observation, interviewing, screening, use of prior data, and informal consultation. Among the formal assessment methods were standardized tests, non-standardized tests, and observational systems. All these seem to conform to the Shertzer and Linden (1979) definition of assessment.

Our purpose is to study education for school counselors in the area of assessment. Consistent with a recommendation of Sisson and Bullis (1992), by evaluating roles that employers require them to perform and roles suggested by the literature, we will attempt to arrive at recommendations about improving the quantitative literacy portions of counselor education programs.

Historical Perspective

Zytowski (1982) reviewed how testing and counseling have been related historically. In the 1930's, interest in testing had never been greater. In the 1960's, tests were still viewed positively and were used primarily to identify students of outstanding abilities and encourage them to continue their education. However, in the early 1970's, Goldman (1972) wrote, in a by-now well-known metaphor, that the marriage between tests and counseling had failed. At about that time, NEA recommended a moratorium on the use of standardized tests, courts prohibited some well established tests for certain purposes, and legislatures passed bills to regulate aspects of the use of standardized tests. Also in the 1970's, Loesch and Miller (1975) observed that denegrating the nature and value of appraisal techniques in general and psychological tests in particular had for counselors become so commonplace as to be fashionable. By the 1980's, vocational guidance, according to Zytowski (1982), had become the unifying force between counseling and testing.

Assessment remains commonplace in schools. Consider these findings in a survey by Engen, Lamb, and Prediger (1981) and reported by Zytowsky (1982):

93% of secondary schools administer at least one test to all students.
76% administer achievement test batteries.
66% administer academic aptitude or intelligent tests.
16% administer inventories of school or social adjustment or personality tests.

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Zytowsky (1982) described several changes that have been made in tests, themselves, and in their uses in counseling. One of these was an erosion of reliance on predictive validity and an accompanying emphasis on convergent and discriminant validity, along with construct validity. In explaining a validity concept similar to the more recent term, "consequential validity," Zytowsky (1982) described "exploration validity" (Prediger, 1977; Tittle, 1978), in which the value of an assessment is considered in terms of its ability to guide and motivate a professional toward seeking additional information for decision making.

Another change involves de-formalizing assessment. This includes increased use of one-item measures of attitudes or work orientations, informed self estimates, and card sorts or inventories in which quantified outcomes are less important than is the process the client engages in.

Zytowski (1982) mentioned ways in which computers have become more instrumental in testing, from primarily scoring and score reporting to actual test administration and providing immediate feedback. Availability and interest in computer testing have clearly increased in the decade since his summary appeared.

The counseling community has become more aware of ethical issues surrounding test use. For example, a statement titled Responsibilities of Users of Standardized Tests (RUST) was published in 1978 and a revised RUST statement appeared in 1989. The RUST statement urges awareness of differing purposes for testing, including placement, prediction, description and diagnosis, assessment of growth or change, and program evaluation that necessitate skills and knowledge in test selection, administration, scoring, interpretation, and communicating results. The RUST statement (single copies are available free from ACA) reminds us to consider the limitations of tests for any purpose and to evaluate the costs of not testing or using alternative methods of gathering the information needed. Other examples of interest in ethical issues about use of tests on the part of counselors are the inclusion of a section on measurement and evaluation in the 1988 revision of ACA's Ethical Standards (also available through ACA), and ACA's continued membership on the Joint Committee on Testing Practices, which developed the Code of Fair Testing Practices in Education (single copies are available free through the National Council on Measurement in Education).

Some developments in test interpretation, such as counselor-guided or self-directed programs, programmed interpretive booklets, slide-sound presentations, and audiotapes were described by Zytowski (1982). These have increased the array of vehicles available to the counselor to use and communicate assessment findings.

Zytowski (1982) concluded that more limited but more achievable results are being accepted from tests, and that clients have begun to be more active in the selection, administration and interpretation of them. Tests have become less mystified and "continue to thrive in partnership with counseling" (p. 19).

Job Descriptions of School Counselors

In an effort to identify skills needed by school counselors, we contacted the Educational Research Service (ERS), an independent, non-profit corporation sponsored by the American Association of School Administrators, the American Association of School Personnel Administrators, the Association of School Business Officials, the Council of Chief State School Officers, the National Association of Elementary School Principals, the National Association of Secondary School Principals, and the National School Public Relations Association. We are indebted to ERS for sending us the results of a search in their library for job descriptions of counselors's role in the public schools. Along with several

articles from published literature, available to us from ERS were four studies done by individual school districts: Harlendale Independent School District (Texas, 1982), Patchogue-Medford Public Schools (New York, 1984), Petersburg Public Schools (Virginia, undated), and Solanco School District (Pennsylvania, undated). To these, we added a study done by a local school district: Montgomery County Public Schools (Maryland, undated).

We found a natural division of the job role expectations of school counselors into six areas: counseling (individual and group), pupil assessment, consultation, information officer, school program facilitator, and research and evaluation. We describe these expectations under each heading for each school district. The results follow.

Employer: Petersburg Public Schools, Petersburg, VA

Job Title: Guidance Counselor

Counseling		Pupil	Consultation
Individual	Group	Assessment	
Personal growth Self-understanding Maturity Family relations Health, social emotional, educational, and career plans Maintains confidentiality	Develops counseling program with Principal & Supervisor Drop-out prevention	Helps students with evaluation & interpretation of test scores Administration & interpretation of standardized testing Identifies special need students	Consults with teachers and parents in guidance matters

Information Officer	School Program Facilitator	Research and Evaluation
Informs parents, teachers and staff about counseling services Informs employers & colleges about students according to school policy Referrals Follow-up	Interprets school objectives to students, parents and the community Registration Orientation of new faculty In-service training Other duties as requested by Principal LD/GT program	

Several specific tasks were described. These include (1) reviews each function with School Principal and Supervisor of Pupil Personnel Services to agree on strategies for accomplishing it, (2) organizes and conducts "Career-Day" programs when scheduled, (3) obtains and disseminates occupational information to students, and (4) arranges for tutors and summer school work.

Employer: Solanco School District, PA

Job Title: Guidance Counselor, Elementary, Middle and High School

Counseling		Pupil	Consultation
Individual	Groups	Assessment	
Discipline Achievement Attendance Planning your education Career planning	Implements guidance curriculum Social, educational, emotional, developmental, & adjustment skills Career program Reference testing	Standardized tests: administration & interpretation Identifies special needs and abilities Psychological evaluations	Consults with teachers in psychological evaluations & content reference testing Consults with Program Coordinator Principal and others about implementation of program

Information Officer	School Program Facilitator	Research and Evaluation
Informs teachers, parents, students, & community, about guidance service Referrals Follow-up	Orientation Registration Scheduling Placement in special programs	Develops and administers instruments for guidance program evaluation Studies results Modifies program in conjuction with Principal and Program Coordinator

Employer: Patchogue-Medford Public Schools, NY

Job Title: Guidance Counselor, Middle and High School

Counseling		Pupil	Consultation
Individual	Groups	Assessment	
Emotional, social, and physical development School adjustment Family relations Peer association Educational and career planning Helps students with the realization of their educational potential	Plans & Implements guidance curriculum Orientation of students at educational transition points Drop-out prevention	Identifies students with special abilities Interprets student records Refers students for special testing	Works with parents, administrators, & teachers on individual needs for students
Information Officer	School Program Facilitator	Research and Evaluation	
Encourages students to utilize guidance services Ensures two way communication between school & home Helps parents utilize referral resources	Registration Screening of new students Helps parents and students understand school's policy	Participates in professional guidance associations to remain current in the field Annual evaluation of guidance program	

Employer: Harlandale Independent School District, TX

Job Title: Guidance Counselor, Elementary, Middle and High School

Counseling		Pupil	Consultation
Individual	Groups	Assessment	
Attendance	Vocational	Testing	Teachers
Achievement	Career	Scheduling	Parents
Behavior		Preparation	Principal
Family problems		Scoring	Outside
Personal & social adjustment		Interpret-ation	resources
Career or educational planning		Special needs	Teacher/ student relationships
Information Officer	School Program Facilitator	Research	
		Evaluation	
	scheduling special programs LD/GT		

Employer: Montgomery County Public Schools, MD

Job Title: School Counselor

Counseling Individual	Group	Pupil Assessment	Consultation
School adjustment Physical and emotional development Helps students identify & analyze their learning patterns Educational and career planning Assures confidentiality	Resolution of conflicts Peer relations Plans and implements group guidance program	Interprets test and research data to students, teachers, & parents Identifies special needs students	Consults teachers in guidance matters Acts as a resource to administrators in policy, curriculum, & human relations decisions

Information Officer	School Program Facilitator	Research and Evaluation
Informs students about guidance and school program Informs students about counselor's role as a student advocate Informs students of their rights Informs students of access to the counselor of their choice	Orientation School committees Participation in EMT/SARD registration Implements MCPS policies Capitalizes on individual's strength	Continuously evaluates competencies and program to increase counselor competencies Relates and applies knowledge & research findings to counselee's situation Uses and interprets research data to modify professional approaches Develops ways of evaluating the counseling program.

Job Description Findings Related to Assessment

The role of the counselor in the school setting is multifaceted. From the job descriptions of five different school districts we were able to identified six broad areas of responsibility. These have the school counselor acting as counselor, as pupil assessment expert, as consultant, as information officer (public relations), as supporter of the school program, and as researcher and evaluator of the counseling school program. For the present purpose we focus our attention on those responsibilities that clearly require the counselor to have measurement and evaluation expertise. Those include pupil assessment, and research and evaluation.

In the Counselor Time Management Study prepared by the Harlandale Independent School District (TX), it was reported that counselors spend less than 10% of their time in testing activities. Testing activities were: scheduling, preparation (paperwork, setting up, etc.), giving tests, scoring tests, sending in tests, recording test results, and scheduling for interpretation. Counselors spend 5% of their time in the area of research as part of "Records, Reports, and Research." In summary, in the Harlandale School District the area of pupil assessment is concentrated in standardized testing activities, with the area of research and evaluation a more minimal responsibility. Taken together, they occupy up to 15% of the school counselor's time.

Similarly, counselors in the Petersburg Public School District (VA) are responsible for assisting in the administration and interpretation of standardized tests. They assist students in evaluating their aptitudes and abilities through interpretation of individual standardized test scores. As in the Harlandale School District, the responsibilities as pupil assessment expert is concentrated in test administration and interpretation.

In providing the service of pupil assessment, counselors in the Solanco School District (PA) also are responsible for the administration and interpretation of standardized tests. But in addition, they are expected to act as consultants to teachers who need to understand psychological evaluations and who are interested in improving their content-referenced testing skills. Also, the counselors advise the district testing committee on the selection of tests.

At the high school level, counselors are responsible for administration of "small group" or "individual" tests for purposes related to individual counseling. In the area of research and evaluation, the counselors are responsible for developing instruments for guidance program evaluation. The counselors study the results and make recommendations to the principal for modifications of the program.

In contrast to the three school districts mentioned above, counselors in the Patchogue-Medford Public Schools District (NY) are not responsible for administering or interpreting standardized tests but they are responsible for identifying students with special needs and referring them for testing. The counselors interpret students' results and counsel accordingly. In the area of research and evaluation, the counselor is responsible for an annual evaluation of the guidance program, and is expected to participate in professional guidance association meetings and remain current in the field.

Similar to the Patchogue-Medford School District, the counselors in the Montgomery County School District (MD) are not responsible for administering standardized tests. They are responsible for interpreting test and research data. They are also responsible for identifying students with special needs. In the area of research and evaluation, the counselors have a heavier load. They are expected to evaluate and increase their competencies as counselors continuously. They are also responsible for combining their knowledge with research findings and applying it to students' situations. They are expected to use and interpret research data to modify their professional approaches. In addition, they are expected to develop instruments to evaluate their counseling program.

In order to facilitate comparisons among the school districts, we have summarized the findings in a chart that identifies by each responsibility whether or not it was included in their job description. In the following, an X means that area was mentioned in that school district's job description.

Summary of School Counselor Responsibilities in Five School Districts

Responsibility	State of School District				
	TX	VA	PA	NY	MD
INDIVIDUAL COUNSELING	58% of job			45% to 65%	55%
emotional	X	X	X	X	X
academic	X	X	X	X	X
GROUP COUNSELING					
when practical	X	X	X	X	X
CONSULTANT					
teachers	X	X	X	X	X
administrators		X	X	X	X
parents	X	X		X	X
ADMINISTRATIVE					
scheduling	X	X		X	
registration/orientation		X	X	X	X
makes referrals		X	X	X	X
records/reports	X	X	X	X	
school guidance program			X	X	X
informs guidance program		X	X	X	X
instructional curriculum				X	X
administers tests	X	X	X	X	X
others as requested by principal		X	X		
PUPIL ASSESSMENT					
interprets tests	X	X	X	X	X
selects and recommends tests			X	X	X
identifies special needs			X	X	X
gather non-test data	X	X	X	X	X
RESEARCH AND EVALUATION					
evaluates guidance program			X	X	X
keeps current in the field				X	X
applies research findings					X

From the chart above, the role of the school counselor appears well defined. The counselor's major function in the school is to counsel students individually and whenever it is practical in small or large groups. Individual counseling is mainly about two aspects of students' lives. One aspect is emotional and includes school adjustment, peer and family relations, physical and developmental changes. The other aspect refers to academic success and pupil assessment. It includes planning courses of studies and career goals, and interpreting test scores and non-test data. The counselor also is responsible for identifying students with special needs.

A second function is that of a consultant. The counselor consults with and advises teachers, parents, and administrators in guidance matters and test score interpretation. In some schools the counselor helps teachers with psychological evaluations and content-referenced testing. The counselor also advises the school committee in selection of tests.

A third function is administrative. These functions vary depending in the school district. There are two areas of administration: school administration and counseling administration. Under school administrative functions, in four out of the five school districts the counselor is responsible for administering standardized tests, scheduling, registration, and orientation of the students. In addition, the counselor must be available for special assignments at the principal's request. Under counseling administrative functions, in three out of the five school districts, the counselor is expected to develop and implement a school guidance program. In four out of the five school districts the counselor is expected to analyze the guidance services available. Also, in four out of the five school districts, the counselor keeps and administers students' records, writes student reports, makes referrals for special services, and follows up on them. In two out of the five, the counselor is asked to participate in decisions about the instructional curriculum.

A fourth function is research and evaluation. Three out of the five school districts require that the counselor be responsible for evaluating the school guidance program. In two out of the five school districts, the counselor is expected to read and interpret the literature, and in one out of the five school districts the counselor is responsible for applying research findings to everyday counselees' situations. The counselor is also expected to improve his or her counseling skills continuously through evaluation of counseling techniques.

From these job descriptions it is noted that the roles of the counselor are very similar across the five school districts, but that there are differences as to how these functions are carried out, especially in the area of assessment and research and evaluation. For instance, in two of the school districts the tools for assessment are exclusively standardized tests. In the other three, assessment includes other, non-test data. Only one of the school districts describes administration and interpretation of tests as separate jobs, the first being administrative and the latter requiring counseling skills. Only in three of the school districts is the counselor expected to develop and evaluate a counseling program. Only in two out of the three does the counselor participate in instructional curriculum decisions.

One caution should be mentioned in comparing these analyses with each other. Each of these descriptions was done in isolation. It is at least possible, if not probable, that were each of the five school districts to compare the other four to its own, it would find that its local counselors do engage in a broader range of responsibilities than it identified working by itself. Thus, the spectrum of job areas noted here is likely better considered as broadly representative of the role of the school counselor instead of as a menu from which individual job responsibilities are drawn locally.

Summary and Conclusions of Job Description Findings

The roles and functions of the school guidance counselor have been summarized into six main functions. Grouping these functions allowed us to compare counselors' roles as described by the five different school districts. Of interest to us are pupil assessment and research and evaluation.

In the areas of pupil assessment and research and evaluation as described by these five school districts we can see a spectrum of responsibilities. This spectrum expands from the counselor as a standardized testing administrator and interpreter to the counselor as a test developer, program evaluator, and researcher.

All five school districts list testing as part of the counselor's job. Even though the specifics of testing differ from one school district to another and from one school setting to another (elementary, junior high, and high school) in terms of how much, to whom, and of what type, testing is included as one function the counselor must be qualified to perform. For instance, three of the schools (VA, PA, TX) made specific mention that the school counselor must administer and interpret standardized tests; the other two schools (MD and NY) do not specify the type of testing. The function of pupil assessment is often related to students with special needs and interpretation of test scores. Only the Solanco School District mentioned psychological evaluations and content-referenced testing as counselor responsibilities.

Within the function of research and evaluation there are striking differences. For instance, two of the school districts (VA and TX) do not even mention these functions. On the other hand, PA, NY, and MD list evaluation of the guidance program as one responsibility and NY and MD go a step beyond by holding counselors responsible for keeping current with research literature and using it to improve their methods.

These five school-district descriptions of the counselor's responsibilities give us a spectrum of job description that we would probably find across the nation in school districts. Within the area of assessment, this spectrum expands from basic standardized test interpreter to test developer, evaluator of programs, consultant, and researcher.

Are These Roles Supported by the Literature?

In a recent study of counselors' perceptions of training priorities, Sisson and Bullis (1992) developed a survey instrument that describes knowledge, competencies, and skills related to school counseling following a review of the content of counselor education programs and local schools' needs assessments in Oregon. Many of their items are consistent with the responsibilities we have developed through our analysis of job definitions. Identified with counseling (individual and group), they included counseling skills related to personal problems, crisis situations, and leading groups, among others; identified with consultation, they included consultation skills related to teachers, parents, administrators, and community professionals, among others; identified with administration, they included roles related to developing counseling and guidance programs, computer use (i.e., for scheduling), and parent training, among others; identified with pupil assessment, they included roles related to implementing testing programs and evaluating test information, among others; identified with research and evaluation, they included knowledge about research and evaluation and professional writing and research, among others. Indeed, all of the nine activities they included as roles and functions can be identified within the six responsibilities we have described. Their complete list is: developing counseling and guidance programs, developing prevention programs, identifying-diagnosing disturbed children, leading class guidance activities, evaluating test information, parent training, implementing testing programs, developing individual educational programs, and computer use.

In a statewide survey of principals, teachers, and parents done in Minnesota, Miller (1989) used a survey instrument that listed twenty-eight functions of elementary school counselors. These were derived from state licensing standards and the American School Counselors Association (1981) role statement. The items were included within five service categories: developmental and career guidance; consulting; counseling; evaluation and assessment; and guidance program development, coordination, and management. Although to different degrees, all three groups supported all twenty-eight functions, and therefore by implication, all five service categories.

Hartman (1988) believes that counselors should participate in the school curriculum, primarily because they have the opportunity to see the effects of the curriculum on students. Counselors' work

on curriculum development should be processed through participation on an advisory committee. She also supports evaluation of the counseling curriculum as a necessary school counselor role. Data gathering approaches that may be used include: (a) teacher ratings, content, activities and learning materials (b) self-reports, (c) observations, (d) results of standardized tests, (e) interviews, (f) questionnaires, and (g) products made and projects completed by students. She included both formative and summative evaluation. In order to accomplish this role effectively, Hartman (1988) recommended that training programs for school counselors include content on working effectively as classroom instructors and as curriculum developers.

Cole (1991) distinguished functions of school administrators and functions of school counselors. She feels it is important that counselors are utilized in the schools where by their training they are best qualified to contribute. For our purpose, Cole (1991) supported these functions: (a) testing and other means of assessing students, (b) interpreting students' performance on standardized tests, (c) observations and other non-test data gathering, (d) consulting with others, (e) informing others about guidance services, (f) individual counseling, and (g) using data for individual planning and career exploration.

The use of marketing skills to educate others about counselors' roles in schools was recommended by Carlson (1989). He believes that counselors should begin the school year developing the guidance program and reaffirming already established programs, and that these programs should be disseminated as quickly as possible. Schrader (1989) agrees, believing that what counselors do can be assessed through accountability procedures, and how well they do it can be assessed through evaluation techniques; but that the image of the counselor will suffer if the public that is served does not know about the services offered.

Kaplan and Geoffroy (1990) referred to the school counselor's role as school enhancing. They acknowledged that counselors have expertise in assessment techniques and in program development. Because counselors have understandings in the areas of growth and development, career development, program development, and educational measurement and assessment, counselors can work as advocates to find the best fit between student and program.

What Assessment Skills are Required by these Roles?

The roles that have been identified imply that counselors should be skilled in several areas of assessment. These are organized below into three areas: doing pupil assessment, doing program evaluation research, and using basic research.

Doing Pupil Assessment

- types of assessment
- assessment systems and programs
- test administration and scoring
- test reporting and interpretation
- test evaluation and selection
- instrument development (affective and cognitive): design, analysis, improvement
- methods of assessment (affective and cognitive): formal and informal
- methods for using assessment in counseling
- administrative uses of assessment
- computer-based applications
- ethics of using assessments

Doing Program Evaluation Research

- needs assessment
- formative and summative evaluation questions and designs
- sources of evaluation research invalidity: instrumental, internal, and external
- choosing evaluation designs
- choices of and computational methods for descriptive and inferential statistics
- writing evaluation proposals and reports
- disseminating information
- research ethics

Using Basic Research

- locating and obtaining relevant research reports
- reading and summarizing research reports
- evaluating research validity: instrumental, internal, and external
- evaluating research designs
- purpose and assumptions of common inferential statistical procedures

What is the Current Status of Counselor Preparation for These Skills?

The status of the inclusion of assessment skills in school counselor education programs may be approached from several perspectives, such as a survey of institutions of counselor education, a survey of practicing school counselors, or an analysis of training recommendations. Our approach, in an attempt to focus on the best programs for school counselors, was to describe assessment education in terms of the standards used by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Following are those standards that are related to the above skills (CACREP, 1991).

From the generic set of standards (those applied to all CACREP-approved programs):

Appraisal - studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal; data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes (pp. 49-50).

These studies are elaborated to include at least:

- types of educational and psychological appraisal
- theoretical bases for appraisal techniques and methods of interpretation of appraisal data and information
- validity including methods of establishing content, construct, and empirical validity
- reliability including methods of establishing stability, internal and equivalence reliability
- major appraisal methods including environmental assessment, individual test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods
- psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors, and correlations
- principles of appraisal data and information interpretations in helping processes
- ethical and legal considerations in the use of appraisal data and information in helping processes (p. 50).

Research and Evaluation - studies that provide an understanding of types of research; basic statistics; research-report development; research implementation, program evaluation; needs assessment; and ethical and legal considerations.

These studies are elaborated to include at least:

- basic types of research
- basic statistics
- principles of research proposal and report development and evaluation
- principles of needs assessment
- principles of program evaluation
- ethical and legal considerations in research
- uses of computers for data management and analyses (pp. 50-51).

Professional Orientation - studies that provide an understanding of professional roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing.

These studies are elaborated, in part:

- ethical and legal standards, their evolution, methods of change, and applications to various professional activities (p. 51).

From the environmental and specialty standards for school counseling:

Appraisal

- assists with the coordination of the testing program
- administers assessment instruments to assist students in understanding their interests, aptitudes, and abilities for the purpose of rendering educational, social, and career decisions
- interprets test scores to students, parents, faculty, and administrators
- facilitates the placement of students utilizing appraisal data (p. 73).

Program Planning - Management - Evaluation

- conducts needs assessments of students, teachers, and parents to determine the scope and delivery of the guidance program
- designs systems to measure student outcomes related to the guidance and counseling program
- develops school guidance plans based on student needs that include goals, objectives, resources, and timelines
- prepares, interprets, and disseminates findings from guidance program evaluation, and follow-up studies to school personnel, parents, and students (p. 74).

Professional Ethics, Growth, and Development

- adheres to the ethical standards of the counseling profession
- respects the cultural differences and values of all ethnic groups
- participates in ongoing professional development activities (p. 74).

It should be noted that CACREP is undergoing a process leading to revision of these standards. The target year for completion is 1994. Although we have available to us a draft of revised standards, we feel it would be premature to include that information in this analysis.

Are the CACREP Skills Supportive of the Assessment-Related Roles Identified in the Job Analyses?

We have generated a set of twenty-four aspects of school counselors' roles that are related to assessment. We have also generated a set of twenty-seven assessment-related content areas in the CACREP standards that pertain to school counselor education programs. In order to study the fit of these two lists, we now give for each job-definition role those CACREP content areas that seem to us to be supportive of it.

- types of assessment: types of educational and psychological appraisal; major appraisal methods including environmental assessment, individual test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods

- assessment systems and programs: assists with the coordination of the testing program; designs systems to measure student outcomes related to the guidance and counseling program; develops school guidance plans based on student needs that include goals, objectives, resources, and timelines

- test administration and scoring: administers assessment instruments to assist students in understanding their interests, aptitudes, and abilities for the purpose of rendering educational, social, and career decisions

- test reporting and interpretation: theoretical bases for appraisal techniques and methods of interpretation of appraisal data and information; psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors, and correlations; principles of appraisal data and information interpretations in helping processes; interprets test scores to students, parents, faculty, and administrators; facilitates the placement of students utilizing appraisal data; prepares, interprets, and disseminates findings from guidance program evaluation, and follow-up studies to school personnel, parents, and students; respects the cultural differences and values of all ethnic groups

- test evaluation and selection: validity including methods of establishing content, construct, and empirical validity: reliability including methods of establishing stability, internal and equivalence reliability; psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors, and correlations; assists with the coordination of the testing program; designs systems to measure student outcomes related to the guidance and counseling program; develops school guidance plans based on student needs that include goals, objectives, resources, and timelines

- instrument development (affective and cognitive): design, analysis, improvement: validity including methods of establishing content, construct, and empirical validity; reliability including methods of establishing stability, internal and equivalence reliability; major appraisal methods including environmental assessment, individual test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors, and correlations

- methods of assessment (affective and cognitive): formal and informal: types of educational and psychological appraisal; major appraisal methods including environmental assessment, individual test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; designs systems to measure student outcomes related to the guidance and counseling program

- methods for using assessment in counseling: theoretical bases for appraisal techniques and methods of interpretation of appraisal data and information; principles of appraisal data and information interpretations in helping processes; develops school guidance plans based on student needs that include goals, objectives, resources, and timelines

- administrative uses of assessment: principles of appraisal data and information interpretations in helping processes; uses of computers for data management and analyses; facilitates the placement of students utilizing appraisal data; conducts needs assessments of students, teachers, and parents to determine the scope and delivery of the guidance program; designs systems to measure student outcomes related to the guidance and counseling program

- computer-based applications: major appraisal methods including environmental assessment, individual test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; uses of computers for data management and analyses

- ethics of using assessments: ethical and legal considerations in the use of appraisal data and information in helping processes; ethical and legal standards, their evolution, methods of change, and applications to various professional activities; adheres to the ethical standards of the counseling profession; respects the cultural differences and values of all ethnic groups

- needs assessment: principles of needs assessment; conducts needs assessments of students, teachers, and parents to determine the scope and delivery of the guidance program

- formative and summative evaluation questions and designs: basic types of research; principles of program evaluation; conducts needs assessments of students, teachers, and parents to determine the scope and delivery of the guidance program; designs systems to measure student outcomes related to the guidance and counseling program; develops school guidance plans based on student needs that include goals, objectives, resources, and timelines

- sources of evaluation research invalidity: instrumental, internal, and external: principles of research proposal and report development and evaluation; principles of program evaluation; prepares, interprets, and disseminates findings from guidance program evaluation, and follow-up studies to school personnel, parents, and students

- choosing evaluation designs: principles of research proposal and report development and evaluation; principles of program evaluation; designs systems to measure student outcomes related to the guidance and counseling program

- choices of and computational methods for descriptive and inferential statistics: psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors, and correlations; basic statistics; principles of program evaluation; uses of computers for data management and analyses; prepares, interprets, and

disseminates findings from guidance program evaluation, and follow-up studies to school personnel, parents, and students

- writing evaluation proposals and reports: principles of research proposal and report development and evaluation; principles of program evaluation; prepares, interprets, and disseminates findings from guidance program evaluation, and follow-up studies to school personnel, parents, and students

- disseminating information: principles of appraisal data and information interpretations in helping processes; principles of research proposal and report development and evaluation; principles of program evaluation; interprets test scores to students, parents, faculty, and administrators; prepares, interprets, and disseminates findings from guidance program evaluation, and follow-up studies to school personnel, parents, and students

- research ethics: ethical and legal considerations in research; ethical and legal standards, their evolution, methods of change, and applications to various professional activities; adheres to the ethical standards of the counseling profession; respects the cultural differences and values of all ethnic groups

- locating and obtaining relevant research reports: participates in ongoing professional development activities (only tangentially related)

- reading and summarizing research reports: principles of research proposal and report development and evaluation; participates in ongoing professional development activities (only tangentially related)

- evaluating research validity: instrumental, internal, and external: principles of research proposal and report development and evaluation; participates in ongoing professional development activities (only tangentially related)

- evaluating research designs: instrumental, internal, and external: principles of research proposal and report development and evaluation; participates in ongoing professional development activities (only tangentially related)

- purpose and assumptions of common inferential statistical procedures: basic statistics; participates in ongoing professional development activities (only tangentially related)

It seems to us that these CACREP skills, conscientiously presented in a counselor education program, would in most areas constitute an adequate preparation for a beginning-level school counselor. While there could be more emphasis placed on preparation for growth through use of professional literature, the day-to-day activities of school counselors seem to be adequately represented in the area of assessment. If these CACREP standards are, indeed, used for curricular decisions at counselor education institutions, it is not surprising that Schafer and Lissitz (1987) found, of all school-based professionals, that counselors are the group most likely to have received formal coursework in assessment.

Focusing on the role of test interpreter, however, Goldman (1982) found little research evidence that tests as they have been used by counselors have made much of a difference to the people they serve. He felt the reasons are that counselors have not been prepared adequately to understand psychometric evidence, and that the predictive validity of test information is inadequate to support individual interpretation. He suggested that schools and other institutions should reduce the use of

standardized tests and replace them with less formal and less quantitative methods. The primary benefit of using these more qualitative assessments was seen as greater client participation in the assessment process. The extent to which qualitative methods should supplant standardized tests was seen to depend on the client and the counselor's style. The fact that performing qualitative assessment requires many of the same kinds of competencies as does using standardized tests, excepting the extent of statistical understanding necessary, was viewed as an additional attraction of qualitative methods. However, the training implications for assessment in counselor education programs of such a shift are unclear. It seems unlikely that formal assessment methods will disappear from schools, and the fact remains that counselors are the only building-level group whose educational backgrounds include understandings and skills in assessment, material that is particularly difficult to learn in less formal ways.

Perhaps, as Daniels and Altekruse (1982) observed, lack of integration of assessment and counseling rests on counselor educators' failure to provide integrating guidelines in both assessment and counseling coursework. Among other recommendations, they concluded that counselor educators should become more responsible for teaching assessment content as well as for demonstrating its interrelations with counseling in their other courses. As Shertzer and Linden (1982) suggested, a more systematic approach to counselor education at both the preservice and the inservice levels can produce professionals who are more sophisticated in the practice of assessment and appraisal. Similar recommendations might be made in the areas of program evaluation and basic research.

Recommendations

With the exception of a need for greater emphasis on professionalization through research utilization, we believe the broad areas identified in the CACREP standards are supported by our analysis of the roles of school counselors as described by five school districts. However, the best way to incorporate those objectives in counselor education programs is less clear. Indeed, from institution to institution, there is likely sufficient variation in resources (e.g., instructional staff) that no one model can be recommended for all.

In lieu of specific recommendations about coursework, we offer some principles that seem appropriate for assessment components in school counselor education programs:

- Instruction in any content area should be supervised by the most capable available professionals (in academic settings, evidence for capability is usually the conduct of a research program in the content area).

- Formal content (e.g., coursework) in assessment (and statistics and research) should come early in students' programs so that those understandings can be related to (i.e., integrated with) material studied later.

- All counselor educators should maintain communication about the curriculum so that instructors of coursework later in students' programs will be familiar with what their students have studied earlier.

- Counselor educators should strive to incorporate into their instruction models for school counseling roles that integrate assessment with other needed skills.

- Continuing professional development for school counselors should strive to emphasize assessment as integrated into their roles.

While the CACREP standards identify areas of objectives that can inform counselor education curriculum committees about important elements of degree and certification programs, they do not detail the objectives that are needed by instructors to develop course syllabus materials and to plan course activities. Until these objectives are identified, there is a great deal of room for misinterpretations about the school counselor's role. Such imprecision can lead to omission of important assessment-related skills that employers expect and job functions demand. Our final recommendation, then, is that an effort be undertaken to define as specifically as possible the assessment understandings and skills needed by school counselors. Most helpful would be a statement on standards for competence in educational assessment similar to that developed for classroom teachers by the American Federation of Teachers, the National Council on Measurement in Education, and the National Educational Association (AFT/NCME/NEA, 1990). Such a statement, with broad support from the relevant professional associations (e.g., American School Counselors Association, Association for Assessment in Counseling, Association for Counselor Education and Supervision, National Association of Elementary School Principals, National Association of Secondary School Principals, National Council on Measurement in Education), could be extraordinarily helpful to professionals working in institutions of counselor education, state departments of education, accreditation efforts, and other agencies who are involved in program, curriculum, course, and certification standard development.

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